

Schools Teaching Early Phonological Awareness Skills

Phonological Awareness in Preschool



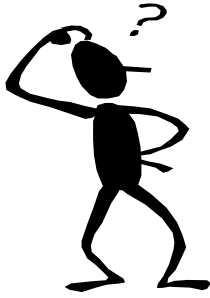
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Purpose



What prompted this project?



“Children who are most at risk for reading failure enter kindergarten . . . without early stimulating literacy experiences.” (Lyons, 1998, p. 36)



No specific requirements exist for preschool teachers regarding instruction in emergent literacy skills.

Purpose

- ✎ To assist preschool teachers in systematically facilitating emergent literacy skills, specifically phonological awareness.

Expected Outcomes

What will you take with you today regarding phonological awareness?

An understanding of . . .

- ✓ What it is & why it is important in literacy development
- ✓ Associated terminology
- ✓ Development
- ✓ English sound system
- ✓ Relationship to kindergarten & grade one Standards of Learning (SOL)

Expected Outcomes


What will you take with you today regarding phonological awareness?

An understanding of . . .

- ✓ Role of preschool teacher & other professionals
- ✓ Consequences for children not receiving instruction in preschool
- ✓ Activities
- ✓ Adaptations for atypically developing children
- ✓ Who is at risk

Phonological Awareness

What is Phonological Awareness?

 the ability to attend to the sound system of language separate from its meaning

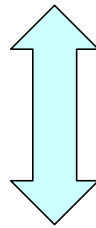
Includes awareness of:

- ✓ Rhyme
- ✓ Sentence
- ✓ Word
- ✓ Syllable
- ✓ Phoneme

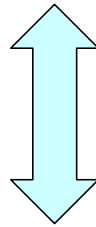
Phonological Awareness

Synonymous?

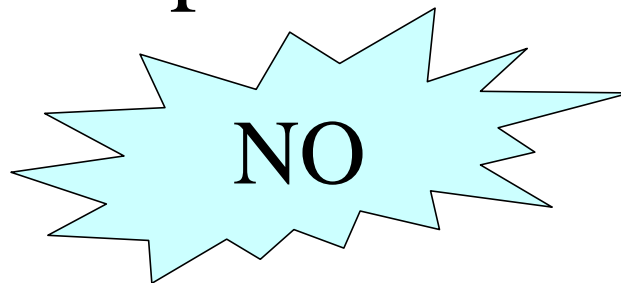
phonological awareness



phonemic awareness



phonics



Phonological Awareness

Phonemic awareness is:

- ✎ a subcategory of phonological awareness
- ✎ the awareness of & ability to manipulate sounds

Phonics is:

- ✎ connecting letters with sounds

Phonological Awareness

Background Research

**What is the relationship
between literacy and
phonological awareness?**

- ✎ “One of the best predictors of later reading success is early phonological awareness.” (Adams, 1990)

Phonological Awareness

Background Research

Can phonological awareness be taught?

- ✎ Phonological awareness can be facilitated and facilitation can improve reading outcome.

(Alexander, et. al., 1991)

Phonological Awareness

Background Research

Why is there a need for explicit instruction in phonological awareness?

✍ “... research over the past 35 years has not supported the view that reading development reflects a natural process - that children learn to read as they learn to speak, through natural exposure to a literate environment.”

(Liberman, 1992)

Phonological Awareness

Background Research

Why begin phonological awareness instruction in preschool?

- ✎ Literacy skills begin to develop in early childhood before formal schooling and before learning to read.

(Lyon, 1998; IRA & NAEYC, 1998;
Bradley & Bryant, 1985)

Phonological Awareness

Background Research

What is the result of the lack of phonological awareness training on students entering kindergarten & grade one?

- ✎ Students entering first grade “without phonological awareness are unable to induce spelling-sound correspondences from print exposure or to benefit from phonics instruction.” (Juel & Leavell, 1988)

Stages of Literacy Development

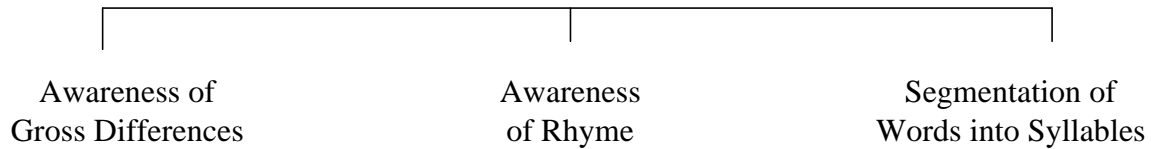


- ◆ Emergent (prereader)
- ◆ Early (beginning reader)
- ◆ Fluent (independent reader)

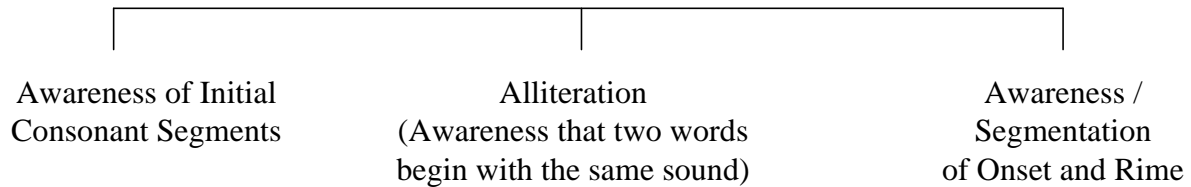
Development

Levels of Phonological Awareness

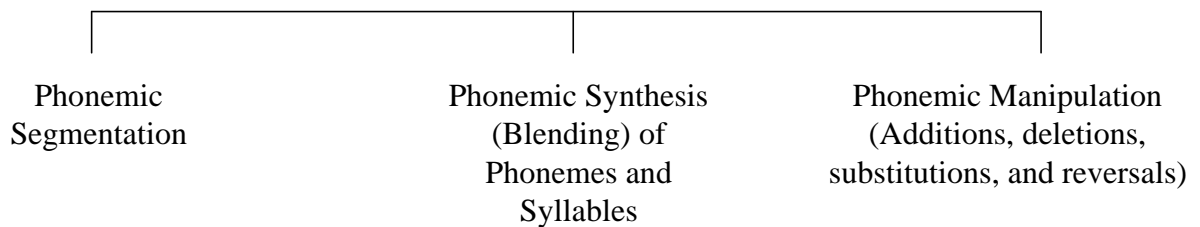
Level 1



Level 2



Level 3



Development

Early Childhood / Preschool

- 2 - 3 years**
 - ☐ Exposure to rhyming games
 - ☐ Correcting speech errors
 - ☐ Playing with sounds
- 3 - 4 years**
 - ☐ Attend to rhyming sounds
 - ☐ Attend to alliteration
 - ☐ Tap out words / syllables
- 4 - 5 years**
 - ☐ Recognize onset-rime
 - ☐ Focus on phonemes

Development

Kindergarten

- Familiar with rhyme & alliteration
- Generate rhyming words
- Tap out phonemes
- Blend sounds into words
- Manipulate sounds
- Complete oddity tasks
- Sound-symbol identification
- Understand alphabetic principle
- Match spoken & written words
- Begin to spell independently

Development

Grade one

- Count syllables in words
- Blend or segment to phonemes
- Identify new words
- Sound out & represent all sounds while spelling
- Decode one syllable & nonsense words
- Use letter-sound knowledge to sound out unknown words while reading
- Blend & segment orally presented words & sounds

Development

Kindergarten SOL

Oral Language:

- K.1 The student will demonstrate growth in the use of oral language.
- K.4 The student will hear, say, and manipulate phonemes of spoken language.

Reading / Literature:

- K.7 The student will develop an understanding of basic phonetic principles.

Development

Grade One SOL

Oral Language:

- 1.1 The student will orally identify and manipulate phonemes in syllables and multisyllabic words.

Reading / Literature:

- 1.5 The student will apply knowledge of how print is organized.
- 1.6 The student will apply phonetic principles to read.

Development

What is the PALS?

*Phonological Awareness
Literacy Screening*

- designed for the screening of kindergarten & first graders
- measures:
 - rhyme
 - beginning sounds
 - alphabet recognition
 - letter sounds
 - spelling
 - concept of word
 - word recognition (Grade one only)

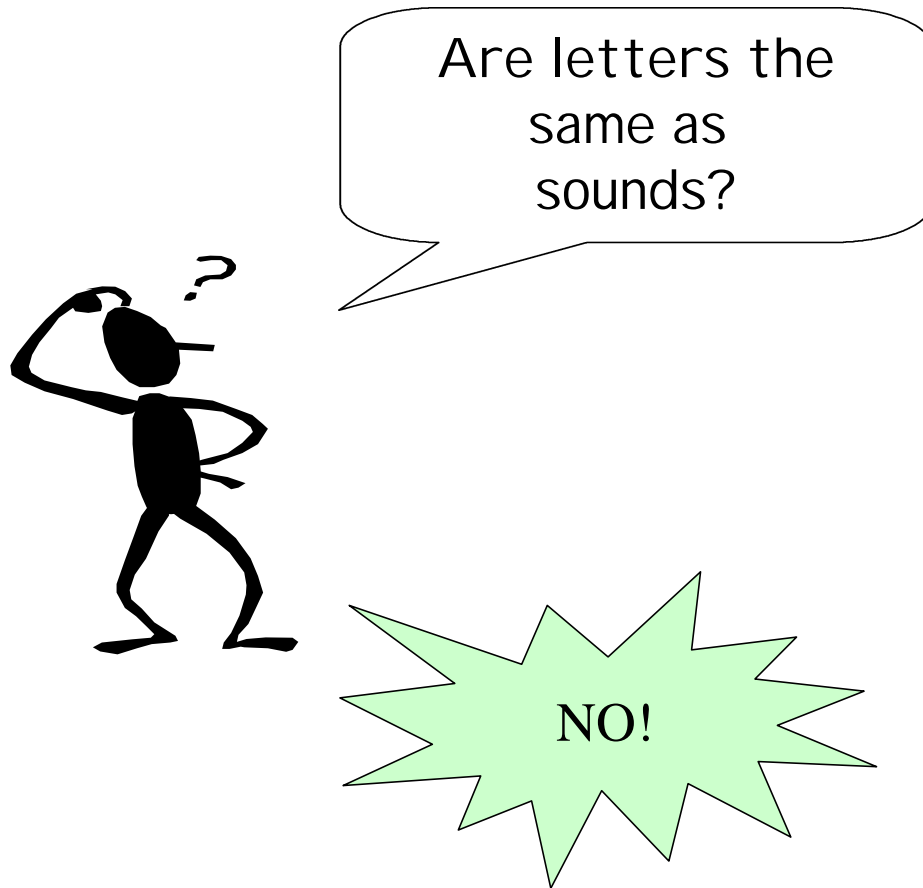
Sound System



Why is knowledge of the sound system important?

To effectively teach phonological awareness, teachers need to know what sounds are and how they vary from the alphabet letters.

Sound System



English Alphabet

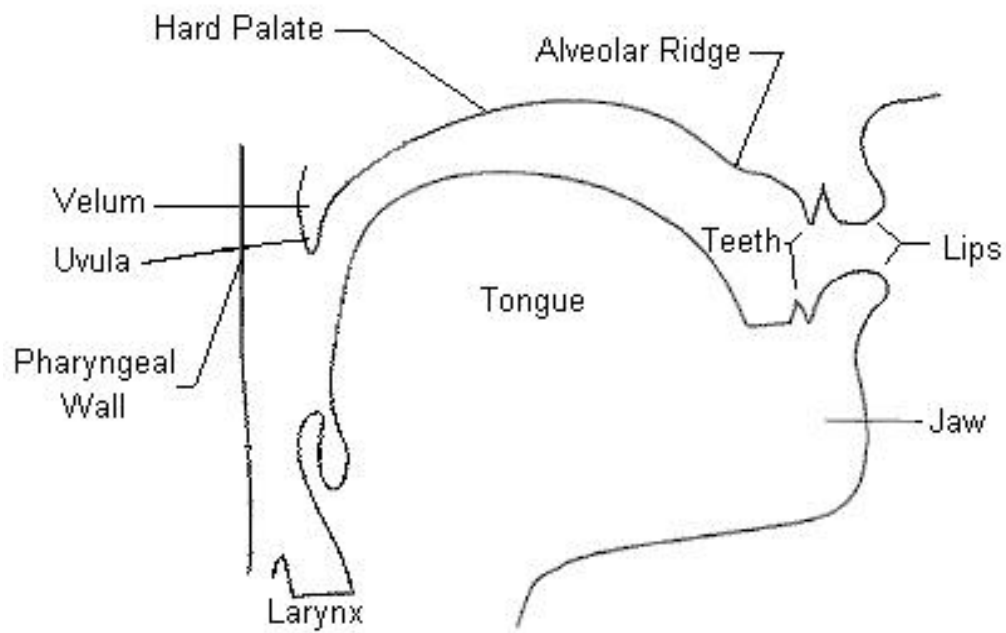
26 letters

IPA

42 phonemes

Sound System

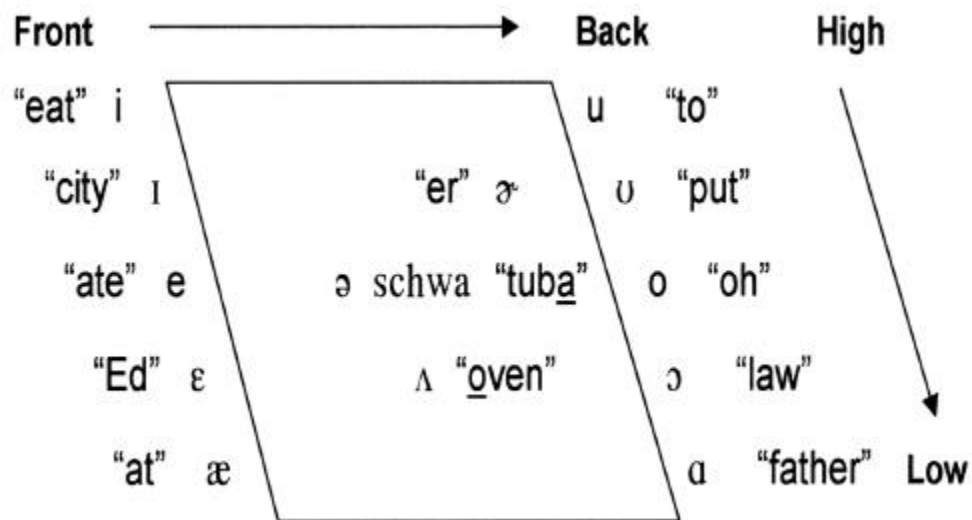
Profile view of articulators



Sound System

Vowels

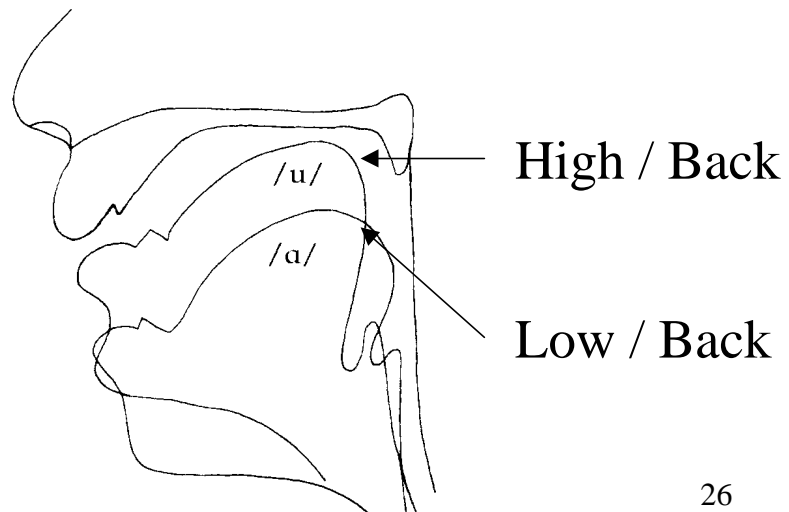
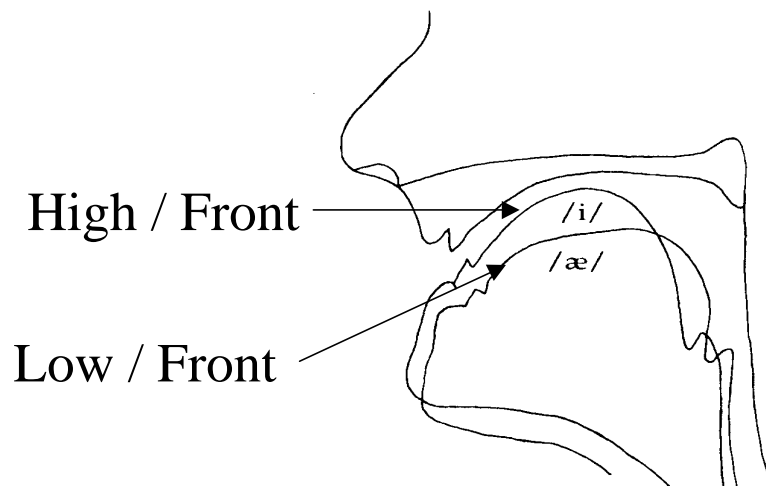
Vowel quadrilateral



Sound System

Vowel Production

Tongue Position



Sound System

Diphthongs

/ɔɪ/

“I”

/ɔʏ/

“oy”

/oʊ/

“ow”

Sound System

Consonants

Phoneme symbols matching alphabet letters:

s

z

p

b

t

d

m

g

n

k

h

l

f

v

r

w

Sound System

Consonants

Phoneme symbols that do not correspond to alphabet letters:

IPA symbol	Description	Example
/ŋ/	"ng"	si <u>ng</u>
/ɾ/ - flap	usually substituted for /t/ or /d/ when between 2 vowels	ci <u>t</u> y
/ð/	voiced "th"	<u>th</u> ese
/θ/	voiceless "th"	<u>th</u> ing
/z/	approximately "zuh" or "zh"	treas <u>ure</u>
/ʃ/	"sh"	<u>sh</u> oe
/ʔ/ - glottal stop	brief, complete closure of the vocal folds	bu <u>tt</u> on (as said in conversation)
/j/	"y"	<u>y</u> ellow
/dʒ/	"j"	ju <u>mp</u>
/tʃ/	"ch"	<u>ch</u> air

Sound System

Consonants

Alphabet letters not used in the IPA:

c

x

y

q

Sound System

Consonants

Voiced:	/b/, /g/, /d/, /v/, /z/, /dʒ/, /ð/, /ʒ/, /w/, /m/, /n/, /ŋ/, /r/, /l/, /j/
Voiceless:	/p/, /k/, /t/, /f/, /s/, /tʃ/, /θ/, /ʃ/, /h/

Place	Description	Phonemes
Bilabial	Lips	/b/, /p/, /m/, /w/
Labiodental	constriction between lower lip and upper teeth	/f/, /v/
Linguadental	tongue tip slightly protruded or contacting back of front teeth	/θ/, /ð/
Lingua-alveolar	tongue touching or close to alveolar ridge	/t/, /d/, /s/, /z/, /l/, /n/, /r/
Palatal	made by elevating tip and blade of tongue toward palate	/j/, /r/, /ʒ/, /ʃ/, /tʃ/, /dʒ/
Velar	site of articulation approximately between back part of hard palate and velum	/k/, /g/, /ŋ/
Glottal	formed at vocal folds	/h/, /ʔ/

Manner	Description	Phonemes
Stop	air pressure builds up behind a complete closure of the vocal tract at the place of articulation	/t/, /d/, /p/, /b/, /k/, /g/, /ʔ/
Nasal	air radiates through the nasal cavity with a closed oral tract and open velopharynx	/m/, /n/, /ŋ/
Fricative	air escapes with continuous noise through a narrow constriction of the articulators	/s/, /z/, /f/, /v/, /θ/, /ð/, /ʃ/, /ʒ/
Affricate	combination of a stop closure with fricative noise closely following	/dʒ/, /tʃ/
Liquid	vowel-like consonant; vocal tract only constricted slightly more than for vowels	/l/, /r/
Glide	articulators make a gradual gliding motion from constricted state to more open configuration for a following vowel (always followed by a vowel)	/j/, /w/

Sound System

What is coarticulation?

- ✎ sounds are modified when in the context of other sounds as the articulators anticipate movement to produce upcoming sounds

Sound System

Exercises

1. Which articulators are used to make the following sounds?

A. /p/

D. /s/

B. /t/

E. /r/

C. /k/

F. /f/

2. Match each sound on the left to the sound on the right that is made in the same place in the mouth, using the same articulators.

A. /p/

1. /v/

B. /s/

2. /k/

C. /g/

3. /b/

D. /f/

4. /z/

3. Which sound in each pair is voiced and which is voiceless?

A. /p/ and /b/

B. /d/ and /t/

C. /g/ and /k/

D. /s/ and /z/

Components of Phonological Awareness

Listening is . . .

“the ability to attend to and
distinguish both environmental &
speech sounds from one another.”

(VA DOE, 1998)

Components of Phonological Awareness

Listening includes . . .

- awareness of sound
- discrimination between sounds
- remembering what is heard
- comprehension of what is heard
- sequencing sounds
- isolating one sound from many
- attaching a label / symbol to a sound

Components of Phonological Awareness

Rhyming is . . .

“. . . the first step in a sequence of phonological development that culminates in awareness of phonemes and thus makes it possible for children to learn the alphabet.”

(Bradley & Bryant, 1991)

Components of Phonological Awareness

Steps of Rhyme Exposure . . .

1. Experience
2. Selection in context
3. Production in context
4. Awareness of sets

Components of Phonological Awareness

Alliteration is . . .

the repetition of sounds in
neighboring words.

“Sally sells sea shells
by the sea shore.”

Components of Phonological Awareness

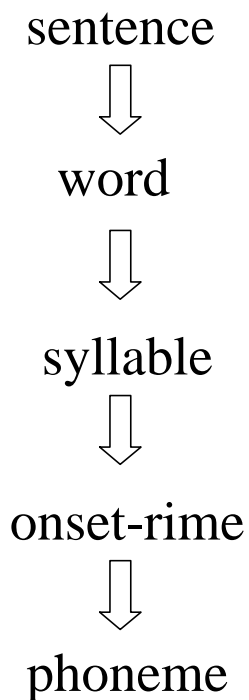
Steps of Alliteration Exposure . . .

1. Experience
2. Selection in context
3. Production in context
4. Awareness of sets

Components of Phonological Awareness

Segmentation is . . .

breaking down linguistic
units into smaller
components.



Components of Phonological Awareness

Steps of Segmentation . . .

- * word awareness
- * syllable segmentation
 - compound words
 - other two syllable words
 - three syllable words
- * onset-rime

Instruction

Facilitating Phonological Awareness

1. Beginning speech sound awareness activities
2. Sound play activities
3. Rhyme, alliteration, & sound judgment tasks
4. Segmentation / blending tasks
5. Sound manipulation tasks

(Catts, 1991)

Instruction

Guidelines for Instruction

Teachers should . . .

1. help children develop positive feelings toward learning.
2. conduct activities in group settings, encouraging interaction among children.
3. encourage children's curiosity about & experimentation with language
4. allow & be prepared for individual differences.
5. avoid making rigid judgments about individual children.

(Yopp, 1992)

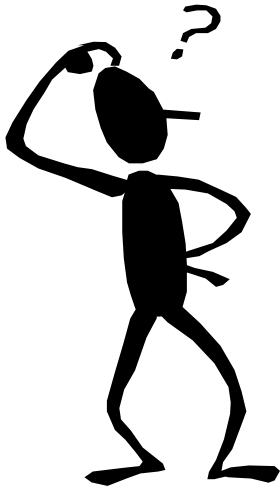
Instruction

More suggestions . . .

1. Use simplified terminology.
2. Introduce “listening ears.”
3. Review frequently.
4. Expand on formal lessons throughout the day.
5. Keep parents & caretakers involved.

Instruction

Who can benefit from
phonological awareness
instruction?



**All
Children!**

Instruction

Research has found...



Language impaired children can benefit from phonological awareness & training should begin early.

(Catts, 1991; Sawyer, 1987)



Deaf & hearing impaired persons have access to phonology through speech reading & residual hearing.

(Brady & Shankweiler, 1991)



Young learning disabled children can be taught phonological awareness.

(O'Conner, et. al., 1993)

Instruction

Who is at-risk for phonological awareness difficulty?

A child with . . .

- ✓ speech-language impairment
- ✓ learning disability
- ✓ central auditory processing disorder
- ✓ hearing impairment
- ✓ dyslexia
- ✓ dialectal difference
- ✓ weak auditory discrimination

Speech errors associated with reading difficulty . . .

✓ sequential errors

assimilation

metathesis

✓ segmental errors

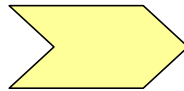
substitution

weak syllable deletion

Instruction

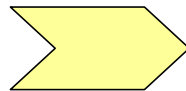
Who provides services
to at-risk children?

Direct
Instruction



Preschool
Teacher

Additional
Support



Speech Language
Pathologist

ESL Teacher

Hearing Specialist

LD Teacher

Reading Specialist⁴⁹

Instruction

To help at-risk children . . .

- Provide visual cues.
- Ensure child is close to the sound.
- Provide a well lit environment.
- Provide slower rates of presentation.
- Reduce extraneous noise.
- Consider an FM system.
- Provide repetitions.

Instruction

Model Lesson

Green Eggs and Ham

By Dr. Seuss

Rhyme Exposure

- Experience
- Production
- Rhyme Sets
- Generalization

Commercially Available Products

Disclaimer

This list has been included as a guide to possible sources of materials. Every attempt was made to provide an accurate list. However, prices may have changed since the list was compiled. The Virginia Department of Education has not reviewed these materials and as a matter of policy does not recommend material.

Benefits

Who benefits from
Phonological Awareness
Training?



- Children
- Preschool teachers
- Elementary teachers
- Parents

Alternative Uses

**Modify this module to
inservice . . .**

- Speech-Language Pathologists
- Kindergarten & Grade One Teachers
- Parents

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